

Best and worst

A1

Lesson Objectives

Cultural content: Facts about Scotland and New Zealand; general knowledge; the solar system

Language: Form and function of comparative and superlative adjectives, vocabulary relating to facts about countries and for the planets of the solar system

Skills: Listening comprehension, carrying out and creating quizzes

Remember! Print or photocopy the worksheets for your students.

SCREEN 1



10 mins

SCOTLAND VS NEW ZEALAND

Overview: This lesson consolidates and revises key grammar points relating to comparative and superlative adjectives. The activities focus on the form of regular comparatives and superlative adjectives, e.g. *Ben Nevis is higher than Mount Cook*; *more than / the most* and *less than / the least*, e.g. *Bikes are less noisy than cars*; Common irregular forms, e.g. *The worst thing about Scotland is the rain*.

- Students work in pairs. They have 30 seconds to write down three things related to Scotland. Compare ideas across the class. Repeat with New Zealand.
- Check the meaning of these vocabulary items: ask students to name *a mountain (n)*, *a lake (n)* and *a river (n)* in their country. Check the meaning of *location (n)* – a place.
- Look at Screen 1 and explain to the students that they are going to hear two children talking about their countries, Scotland and New Zealand. Hand out the worksheets and look through the sentences if you wish. Play Audio 1. Students listen and choose the correct options to complete the sentences.
- Play Audio 1 again. With the class, select the answers from the drop-down options. Click the Answers button.
Answers: 1 – higher, 2 – shorter, 3 – best, 4 – most exciting, 5 – worst, rain, 6 – worst, location
- Go through the images on screen used to represent each country. Did students suggest any of these in at the beginning of the class? Scotland: flag (called the 'saltire'), thistle, bagpipes; New Zealand: flag, kiwi, bungee jumping.

TRANSCRIPT Audio 1

- DJ:** I've got two teenagers in the studio today – Ewan from Scotland and Rebecca from New Zealand. Ewan, tell us about Scotland.
- Ewan:** Scotland is awesome. We have beautiful mountains. Our highest mountain is called Ben Nevis and it's over 1,000 metres high.
- DJ:** Rebecca, do you have high mountains in New Zealand?
- Rebecca:** Yeah, we do. Our highest mountain is Mount Cook – that's over 3,000 metres high.
- Ewan:** We have hundreds of lakes – called lochs – and rivers too. Our longest river is the River Tay, which is nearly 200 kilometres long.
- Rebecca:** I think our longest river is the Waikato river – it's about 450 kilometres long.
- DJ:** So, Ewan, what's your favourite thing about Scotland?
- Ewan:** We have the world's best New Year's Eve party in Edinburgh. It's called Hogmanay!
- DJ:** That sounds fun. And Rebecca – What's the best thing about New Zealand?
- Rebecca:** Sport! We have the most exciting sports in the world – like bungee jumping!
- DJ:** Ewan, what's your least favourite thing about Scotland?
- Ewan:** The worst thing is the rain – it rains too much!
- DJ:** Rebecca, what's your least favourite thing about New Zealand?
- Rebecca:** The worst thing is the location. It's too far away from the rest of the world.

SCREEN 2



6 mins

COMPARATIVE AND SUPERLATIVE ADJECTIVES

- Play Video 1, which presents how to form comparative and superlative adjectives. Use the control bar to pause / play.

- Close the video and ask students to look at their worksheet and complete the adjectives in the first five rows only. Go through with the class on the whiteboard and check the answers.

Answers: horrible – more horrible, most horrible; angry – angrier, angriest; warm – warmer, warmest; long – longer, longest; thin – thinner, thinnest

TRANSCRIPT Video 1

Hi. I'm Grammar Girl. I love grammar. Yes, I LOVE grammar. So – what are comparative adjectives? Comparative adjectives compare two things – Mars is smaller than Earth. Earth is bigger than Mars. Comparative adjectives end in -er. For example: faster, higher, stronger. Superlative adjectives choose one thing from a group – so... Jupiter is the biggest planet in our solar system. Superlative adjectives end in -est. For example: fastest, highest, strongest. When the adjective is long and has three or more syllables, for example, dangerous – DAN-GER-OUS, we use more or the most – Sharks are more dangerous than whales. The most dangerous ants are called fire ants. For words with two syllables you can sometimes use either. You can say cleverer or more clever. With others you have to use more or most: more boring, the most boring. Many adjectives with two syllables end in a -y. For these we take away the y and add -ier or -iest: happier, happiest.

SCREENS 3-5



12 mins

QUICK QUIZ

- Students look at the Quick quiz on their worksheets. They work in pairs and decide if each sentence is true or false.
- Each pair exchanges their answers with another pair. They mark each other's answers. Go through the questions on Screens 3, 4 and 5. Click the numbers to reveal the questions each time. Students say True or False. If they say False, they also give the correct answer. Show the answers and see which pair got the most answers correct out of nine.
Answers: 1 – False! The Empire State Building is taller than the Shard. 2 – False! Montreal is wetter than Beijing. 3 – True! 4 – True! 5 – False! Humans can run faster than crocodiles. 6 – True! 7 – False! Cricket is older than basketball. 8 – True! 9 – True!

SCREEN 6



5 mins

LESS THAN AND IRREGULAR ADJECTIVES

- Play Video 2, which presents *less than* + comparative adjective and *the least* + superlative adjective, and common irregular forms. Use the control bar to pause / play.
- Close the video and ask students to complete rows 6-8 on their grid of adjectives on their worksheet using the correct comparative and superlative forms of the three adjectives. Go through on the whiteboard with the class.

Answers: good – better, best; bad – worse, worst; far – further, furthest

TRANSCRIPT Video 2

Hello again! How are you? Now you know how to compare things like this: *Cars are noisier than bikes*. But we can also use 'less' to say the same thing, like this: *Bikes are less noisy than cars*. We use 'less' in this way for all adjectives – long or short. For superlatives we use 'the least'. So: *Maths is my least favourite subject*. One more thing to say! There are some irregular adjectives – do you know them?

SCREENS 7-9



12 mins

THE SOLAR SYSTEM

- Ask: Who can name the nine planets in our solar system? Elicit: *Mercury* (closest to the sun), *Venus*, *Earth*, *Mars*, *Jupiter*, *Saturn*, *Uranus*, *Neptune*, *Pluto* (furthest from the sun). Some people say Pluto is not a planet, but a "dwarf planet", and that there are in fact eight planets in our solar system.
- Students look at the worksheet and write the eight sentences, focusing on getting the comparative and superlative forms correct.
- Reveal Screen 7. Click on the first question. Ask students to provide the correct full sentence. Click on the answer.
- Continue on Screens 8 and 9.
Answers: 1 – Earth is smaller than Jupiter. 2 – Earth is closer to the sun than Neptune. 3 – Venus is hotter than Earth. 4 – Saturn is the least heavy planet. 5 – Neptune is the bluest planet. 6 – Uranus is further from the sun than Mars. 7 – Neptune is the windiest planet. 8 – Mercury is the most difficult planet to see.

EARLY FINISHER / HOMEWORK

Give students these categories: cities, computer games, football teams, pop stars, animals, countries, gadgets (mobile phones, tablets, etc.)

Students choose three categories and write two sentences for each category – one sentence compares two things and the other compares more than two things.

Example: category – pop stars

Sentence 1 (comparative) *Lady Gaga wears more interesting clothes than Adele*.

Sentence 2 (superlative) *One Direction are the best boy band in the world!*